



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 12001499
SAU: MSAD 06
School: George E Jack School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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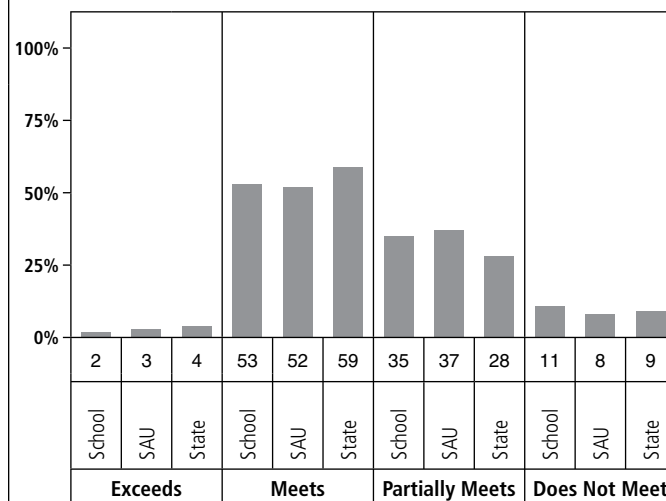
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

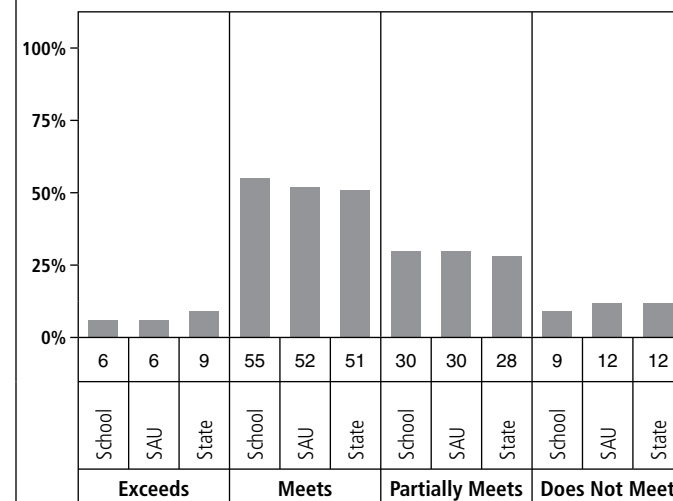
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	446	444
2006–2007	444	445	445
2007–2008	443	443	445
Cum. Avg. *	444	445	445
Mathematics			
2005–2006	442	444	444
2006–2007	444	445	445
2007–2008	445	444	445
Cum. Avg. *	444	444	445
Science & Technology			
2005–2006	443	445	444
2006–2007	443	444	444
2007–2008	443	444	444
Cum. Avg. *	443	444	444

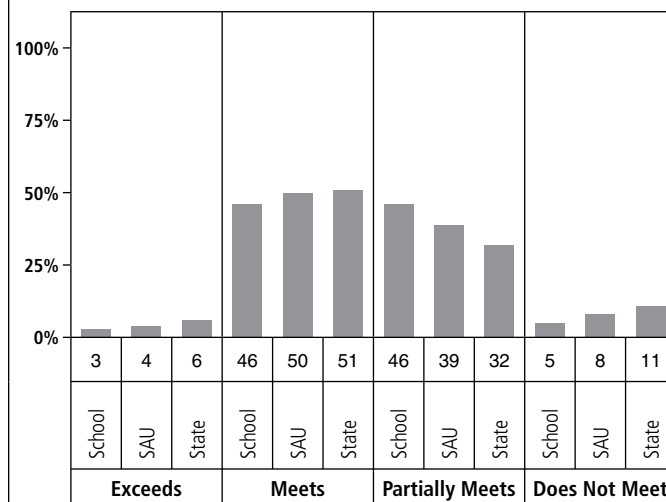
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: MSAD 06
 School: George E Jack School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology															
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State					
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	120	100	295	100	14207	100	120	100	294	100	14181	100	120	100	294	100	14123	100	120	100	294	100	14115	99										
Ethnicity African American/Black	0	0	2	1	390	3	0	0	2	100	388	99	0	0	2	100	388	99	0	0	2	100	386	99										
American Indian or Native Alaskan	1	1	1	0	101	1	1	100	1	100	101	100	1	100	1	100	101	100	1	100	1	100	101	100										
Asian or Pacific Islander	0	0	2	1	263	2	0	0	2	100	259	98	0	0	2	100	262	100	0	0	2	100	262	100										
Hispanic	0	0	1	0	170	1	0	0	1	100	168	99	0	0	1	100	166	98	0	0	1	100	166	98										
Caucasian/White	119	99	289	98	13282	93	119	100	288	100	13264	100	119	100	288	100	13205	100	119	100	288	100	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	27	23	50	17	2524	18	27	100	50	100	2514	100	27	100	50	100	2498	99	27	100	50	100	2494	99										
Current LEP	0	0	2	1	385	3	0	0	2	100	377	98	0	0	2	100	383	99	0	0	2	100	380	99										
Economically disadvantaged	42	35	115	39	5587	39	42	100	114	99	5569	100	42	100	114	99	5538	99	42	100	114	99	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	91	76	244	83	10755	76	92	77	245	83	10730	76	92	77	245	83	10776	76						
Identified disability (PET/IEP)	0	0	7	3	375	3	0	0	7	3	374	3	0	0	7	3	384	4						
LEP	0	0	2	1	148	1	0	0	2	1	148	1	0	0	2	1	150	1						
504 plan	0	0	1	0	114	1	0	0	1	0	114	1	0	0	1	0	115	1						
Participation with accommodations	27	23	48	16	3298	23	26	22	47	16	3267	23	26	22	47	16	3215	23						
Identified disability (PET/IEP)	25	93	41	85	2013	61	25	96	41	87	1998	61	25	96	41	87	1986	62						
LEP	0	0	0	0	225	7	0	0	0	0	233	7	0	0	0	0	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	2	7	7	15	1046	32	1	4	6	13	1023	31	1	4	6	13	987	31						
Participation through alternate assessment (PAAP)	2	2	2	1	126	1	2	2	2	1	126	1	2	2	2	1	124	1						
Identified disability (PET/IEP)	2	100	2	100	126	100	2	100	2	100	126	100	2	100	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	1	0	11	0	0	0	1	0	68	0	0	0	1	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	4	4	22	9	601	4
	2006-2007	2	2	7	2	507	4
	2007-2008	2	2	8	3	559	4
	Cum. Total*	8	2	37	4	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	66	62	151	59	7910	57
	2006-2007	72	61	189	61	8749	63
	2007-2008	62	53	151	52	8308	59
	Cum. Total*	200	58	491	57	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	24	22	65	25	3970	29
	2006-2007	30	25	81	26	3467	25
	2007-2008	41	35	109	37	3922	28
	Cum. Total*	95	28	255	30	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	13	12	18	7	1421	10
	2006-2007	15	13	32	10	1165	8
	2007-2008	13	11	24	8	1264	9
	Cum. Total*	41	12	74	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	28.1	58.5	28.7	59.8	29.7	61.9
Literary Text	24	50	14.6	60.8	15.0	62.5	15.5	64.6
Informational Text	24	50	13.5	56.3	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: MSAD 06
 School: George E Jack School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	118	2	2	62	53	41	35	13	11	443	292	3	52	37	8	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	0										2						384	1	36	35	28	438
American Indian or Native Alaskan	1										1						101	1	46	44	10	442
Asian or Pacific Islander	0										2						259	6	61	22	11	445
Hispanic	0										1						164	0	45	38	16	440
Caucasian/White	117	2	2	61	52	41	35	13	11	443	286	3	52	38	8	443	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	25	0	0	4	16	13	52	8	32	434	48	0	23	52	25	437	2388	0	29	44	26	437
No	93	2	2	58	62	28	30	5	5	445	244	3	57	34	5	445	11665	5	65	25	6	446
Current LEP																						
Yes	0										2						373	1	32	35	32	436
No	118	2	2	62	53	41	35	13	11	443	290	3	52	37	8	443	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	42	0	0	15	36	21	50	6	14	439	114	2	38	49	11	441	5502	1	47	37	14	441
No	76	2	3	47	62	20	26	7	9	445	178	3	61	30	6	445	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	118	2	2	62	53	41	35	13	11	443	292	3	52	37	8	443	14048	4	59	28	9	445
Gender																						
Female	52	1	2	31	60	14	27	6	12	443	132	4	58	30	8	444	6959	5	61	26	8	446
Male	66	1	2	31	47	27	41	7	11	442	160	2	46	44	8	442	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										34	0	41	47	12	440	1890	0	37	46	17	439
No	118	2	2	62	53	41	35	13	11	443	258	3	53	36	8	444	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	118	2	2	62	53	41	35	13	11	443	292	3	52	37	8	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	67	1	33	0	0	442	2	0	57	43	0	443	5	1	42	36	21	440
B. less than one hour	82	2	2	53	55	31	32	10	10	443	81	3	54	35	8	444	74	4	62	27	7	445
C. one to two hours	15	0	0	6	35	9	53	2	12	438	14	0	41	51	7	441	18	5	59	29	7	446
D. more than two hours	1	0	0	0	0	0	0	1	100	426	3	0	25	38	38	436	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	23	1	4	14	52	10	37	2	7	445	27	4	51	38	8	444	30	6	63	24	7	446
B. They match some of what I have learned.	54	1	2	37	58	19	30	7	11	443	53	3	56	33	8	444	52	4	63	27	6	446
C. They match just a little of what I have learned.	18	0	0	11	52	8	38	2	10	441	16	0	43	50	7	441	12	2	46	37	15	441
D. There is no match.	5	0	0	0	0	4	67	2	33	434	4	0	27	45	27	437	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	29	2	6	23	68	8	24	1	3	447	30	5	64	24	7	446	35	7	66	20	6	448
B. good	53	0	0	35	56	19	31	8	13	442	54	3	53	37	8	443	51	3	60	29	7	445
C. fair	17	0	0	2	10	14	70	4	20	436	14	0	22	63	15	438	12	1	44	40	16	440
D. poor	2	0	0	2	100	0	0	0	0	447	2	0	33	67	0	440	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	23	1	4	9	33	13	48	4	15	439	20	4	37	46	14	440	19	2	46	34	17	442
B. about the same as my regular schoolwork	68	1	1	47	59	24	30	7	9	444	65	3	56	35	6	444	62	5	64	26	5	446
C. easier than my regular schoolwork	9	0	0	6	55	3	27	2	18	441	16	2	51	38	9	443	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	19	0	0	4	17	13	57	6	26	435	18	0	25	59	16	437	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	54	1	2	38	59	19	30	6	9	444	54	2	52	38	8	443	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	26	1	3	20	65	9	29	1	3	446	29	6	67	24	2	447	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	14	1	6	13	81	0	0	2	13	447	19	7	69	16	7	447	18	7	64	22	7	447
B. 20 minutes to an hour	38	1	2	22	50	14	32	7	16	443	44	3	46	40	11	443	55	4	64	26	6	446
C. less than 20 minutes	23	0	0	13	48	14	52	0	0	442	16	0	51	47	2	443	14	2	53	33	12	443
D. I rarely read at home.	26	0	0	13	43	13	43	4	13	441	21	0	46	46	8	441	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	37	0	0	23	53	17	40	3	7	442	36	3	44	45	9	443	23	3	50	34	13	442
B. six to ten pages	31	1	3	20	56	10	28	5	14	443	29	2	57	33	7	444	25	3	60	29	8	444
C. eleven or more pages	31	1	3	18	50	13	36	4	11	443	36	3	55	34	8	444	52	5	64	24	6	446
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	448	67	0	50	50	0	443						
C.	0										0											
D.	0										33	0	0	100	0	434						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	8	7	19	7	1294	9
	2006-2007	4	3	16	5	1054	8
	2007-2008	7	6	17	6	1321	9
	Cum. Total*	19	5	52	6	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	48	42	129	49	7000	50
	2006-2007	68	57	177	57	7394	53
	2007-2008	65	55	153	52	7079	51
	Cum. Total*	181	52	459	53	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	36	32	77	30	3784	27
	2006-2007	37	31	87	28	3729	27
	2007-2008	35	30	88	30	3955	28
	Cum. Total*	108	31	252	29	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	21	19	36	14	1894	14
	2006-2007	11	9	30	10	1735	12
	2007-2008	11	9	34	12	1642	12
	Cum. Total*	43	12	100	12	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.8	65.3	9.5	63.3	9.5	63.3
Cluster 2: Shape and Size	14	29	8.8	62.9	8.8	62.9	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.5	70.0	3.5	70.0	3.4	68.0
Cluster 4: Patterns	14	29	9.9	70.7	9.5	67.9	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	118	7	6	65	55	35	30	11	9	445	292	6	52	30	12	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	0										2						386	4	26	34	36	434
American Indian or Native Alaskan	1										1						101	3	46	41	11	442
Asian or Pacific Islander	0										2						262	14	51	23	12	447
Hispanic	0										1						162	4	41	34	21	440
Caucasian/White	117	7	6	64	55	35	30	11	9	445	286	6	53	30	12	445	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	25	0	0	8	32	9	36	8	32	435	48	2	29	33	35	436	2372	3	31	36	30	436
No	93	7	8	57	61	26	28	3	3	448	244	7	57	30	7	446	11625	11	54	27	8	447
Current LEP																						
Yes	0										2						381	4	33	28	35	435
No	118	7	6	65	55	35	30	11	9	445	290	6	52	30	12	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	42	0	0	21	50	16	38	5	12	442	114	2	48	37	13	442	5472	5	41	35	19	440
No	76	7	9	44	58	19	25	6	8	447	178	8	55	26	11	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	118	7	6	65	55	35	30	11	9	445	292	6	52	30	12	444	13992	9	51	28	12	445
Gender																						
Female	52	2	4	27	52	16	31	7	13	444	132	5	52	31	13	444	6933	9	50	29	12	445
Male	66	5	8	38	58	19	29	4	6	446	160	7	53	29	11	445	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										34	0	24	41	35	434	1890	2	34	41	23	438
No	118	7	6	65	55	35	30	11	9	445	258	7	56	29	9	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	118	7	6	65	55	35	30	11	9	445	292	6	52	30	12	444	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	2	67	1	33	0	0	447	2	14	29	43	14	445	5	6	34	33	27	438
B. less than one hour	82	6	6	53	55	26	27	11	11	445	81	6	53	29	12	445	74	10	52	28	10	446
C. one to two hours	15	1	6	9	53	7	41	0	0	446	14	5	51	37	7	444	18	10	52	28	10	446
D. more than two hours	1	0	0	0	0	1	100	0	0	434	3	0	38	25	38	436	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	31	4	11	22	61	8	22	2	6	450	34	10	58	23	9	447	38	13	56	23	8	448
B. They match some of what I have learned.	53	1	2	34	55	19	31	8	13	444	53	3	50	34	14	443	48	8	52	29	10	445
C. They match just a little of what I have learned.	13	1	7	6	40	7	47	1	7	443	10	3	45	41	10	444	10	4	35	39	22	439
D. There is no match.	3	0	0	3	75	1	25	0	0	443	2	0	57	29	14	439	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	4	9	33	77	4	9	2	5	450	33	11	65	16	8	449	35	16	55	20	8	449
B. good	40	2	4	22	47	20	43	3	6	445	45	3	48	37	12	443	48	7	52	31	11	445
C. fair	16	1	5	10	53	6	32	2	11	444	16	4	51	34	11	444	14	3	41	38	18	440
D. poor	8	0	0	0	0	5	56	4	44	431	5	0	7	53	40	432	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	14	0	0	11	65	5	29	1	6	444	14	0	46	37	17	440	15	4	38	33	25	439
B. about the same as my regular schoolwork	69	4	5	45	55	24	29	9	11	445	68	5	53	31	11	444	64	10	54	28	9	446
C. easier than my regular schoolwork	16	3	16	9	47	6	32	1	5	450	18	12	54	24	10	448	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	51	3	5	32	53	18	30	7	12	443	37	5	50	33	13	443	23	8	47	29	16	443
B. two or three days a week	24	2	7	15	54	10	36	1	4	448	32	7	59	23	11	446	36	11	54	27	9	447
C. two or three times each month	19	0	0	14	64	6	27	2	9	445	22	5	51	33	11	444	25	10	53	27	10	446
D. never or almost never	7	2	25	4	50	1	13	1	13	453	9	12	36	40	12	445	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	7	0	0	3	38	4	50	1	13	439	7	0	38	43	19	439	5	3	30	33	33	436
B. two or three days a week	22	0	0	12	46	11	42	3	12	442	29	4	45	34	17	442	19	8	50	30	12	445
C. two or three times each month	42	5	10	31	62	10	20	4	8	448	43	9	58	26	7	447	38	11	55	26	8	447
D. never or almost never	29	2	6	19	56	10	29	3	9	445	21	5	53	30	12	444	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	0	0	2	67	1	33	0	0	446	6	6	24	35	35	437	8	3	33	38	25	438
B. 30–45 minutes	32	2	5	20	54	12	32	3	8	446	24	3	51	36	10	444	27	6	48	33	13	443
C. 45–60 minutes	32	1	3	24	63	8	21	5	13	445	26	4	51	29	16	443	38	11	54	26	9	447
D. more than 60 minutes	33	4	10	18	46	14	36	3	8	445	44	9	57	27	7	447	26	13	55	23	9	448
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	1	100	0	0	0	0	456	67	0	50	0	50	442						
C.	0										0											
D.	0										33	0	0	0	100	416						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	8	7	22	8	751	5
	2006-2007	10	8	23	7	963	7
	2007-2008	4	3	11	4	882	6
	Cum. Total*	22	6	56	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	55	49	140	54	7251	52
	2006-2007	54	45	150	48	6824	49
	2007-2008	54	46	146	50	7130	51
	Cum. Total*	163	47	436	51	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	31	28	73	28	4514	32
	2006-2007	40	33	98	32	4382	32
	2007-2008	54	46	113	39	4433	32
	Cum. Total*	125	36	284	33	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	18	16	26	10	1458	10
	2006-2007	16	13	39	13	1735	12
	2007-2008	6	5	22	8	1546	11
	Cum. Total*	40	11	87	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	8.2	68.3	8.2	68.3	8.0	66.7
Cluster 2: Physical Sciences	12	25	7.0	58.3	7.1	59.2	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.0	58.3	7.2	60.0	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.5	62.5	7.5	62.5	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	118	4	3	54	46	54	46	6	5	443	292	4	50	39	8	444	13991	6	51	32	11	444
Ethnicity																						
African American/Black	0										2						385	2	27	35	36	434
American Indian or Native Alaskan	1										1						101	3	44	44	10	441
Asian or Pacific Islander	0										2						262	5	52	28	14	443
Hispanic	0										1						162	2	38	39	21	439
Caucasian/White	117	4	3	53	45	54	46	6	5	443	286	4	50	39	7	444	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	25	0	0	6	24	16	64	3	12	438	48	2	29	52	17	438	2370	2	32	41	25	437
No	93	4	4	48	52	38	41	3	3	444	244	4	54	36	6	445	11621	7	55	30	8	445
Current LEP																						
Yes	0										2						379	1	25	35	39	433
No	118	4	3	54	46	54	46	6	5	443	290	4	50	39	8	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	42	0	0	16	38	23	55	3	7	439	114	4	42	43	11	442	5470	3	41	39	18	440
No	76	4	5	38	50	31	41	3	4	445	178	3	55	36	6	445	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	118	4	3	54	46	54	46	6	5	443	292	4	50	39	8	444	13986	6	51	32	11	444
Gender																						
Female	52	0	0	24	46	24	46	4	8	441	132	2	52	39	8	443	6929	6	49	33	12	443
Male	66	4	6	30	45	30	45	2	3	444	160	6	48	39	8	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										34	0	29	53	18	437	1888	1	32	44	23	437
No	118	4	3	54	46	54	46	6	5	443	258	4	53	37	6	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	118	4	3	54	46	54	46	6	5	443	292	4	50	39	8	444	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: MSAD 06
School: George E Jack School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	33	2	67	0	0	445	2	0	43	43	14	444	5	4	37	36	22	439
B. less than one hour	82	3	3	45	47	43	45	5	5	443	81	3	52	38	7	444	74	6	53	31	10	444
C. one to two hours	15	1	6	7	41	8	47	1	6	443	14	7	44	44	5	444	18	7	52	32	8	445
D. more than two hours	1	0	0	0	0	1	100	0	0	438	3	0	25	50	25	438	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	17	2	10	9	45	9	45	0	0	446	21	11	43	38	8	445	24	9	53	28	10	446
B. They match some of what I have learned.	47	1	2	28	51	24	44	2	4	443	50	2	53	39	6	444	49	6	54	31	9	445
C. They match just a little of what I have learned.	28	1	3	15	45	16	48	1	3	443	24	1	54	39	6	443	21	4	47	36	13	442
D. There is no match.	8	0	0	2	20	5	50	3	30	433	4	0	23	46	31	434	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	21	2	8	14	56	7	28	2	8	447	19	9	48	34	9	445	25	9	53	27	10	446
B. good	48	1	2	26	46	28	49	2	4	442	52	3	53	37	7	444	54	6	55	30	9	445
C. fair	28	1	3	13	39	17	52	2	6	441	24	1	46	45	7	442	19	3	43	40	15	441
D. poor	3	0	0	1	33	2	67	0	0	441	4	0	33	58	8	440	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	20	0	0	11	46	11	46	2	8	441	20	0	41	46	13	440	22	5	45	35	15	442
B. about the same as my regular schoolwork	64	3	4	34	45	36	47	3	4	443	64	4	54	37	5	444	62	7	53	31	9	445
C. easier than my regular schoolwork	15	1	6	9	50	7	39	1	6	444	16	9	45	40	6	444	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	4	0	0	1	20	4	80	0	0	438	6	6	24	47	24	438	24	7	48	33	12	444
B. a few times a week	77	2	2	46	51	39	43	4	4	443	70	2	51	41	6	443	53	7	54	31	9	445
C. once a week	2	0	0	0	0	2	100	0	0	440	8	0	61	26	13	445	9	6	46	33	15	442
D. a few times a month	17	2	10	7	35	9	45	2	10	444	17	10	50	35	4	446	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	32	1	3	20	53	15	39	2	5	443	38	4	55	34	7	444	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	15	2	11	4	22	11	61	1	6	441	14	5	28	55	13	440	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	40	1	2	24	51	20	43	2	4	443	36	2	55	36	7	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	13	0	0	6	40	8	53	1	7	443	12	9	43	46	3	445	22	9	55	26	9	446
Optional school/SAU question																						
A.	0										0											
B.	100	1	100	0	0	0	0	0	0	466	67	50	0	50	0	450						
C.	0										0											
D.	0										33	0	0	0	100	424						